



E B Morse Elementary

200 Parkview Drive
Laurens, South Carolina

Grades	PK-5 Elementary School	
Enrollment	688 Students	
Principal	Dr. Ameca Carter	864-984-7777
Superintendent	Dr. Billy R. Strickland	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk
2005	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

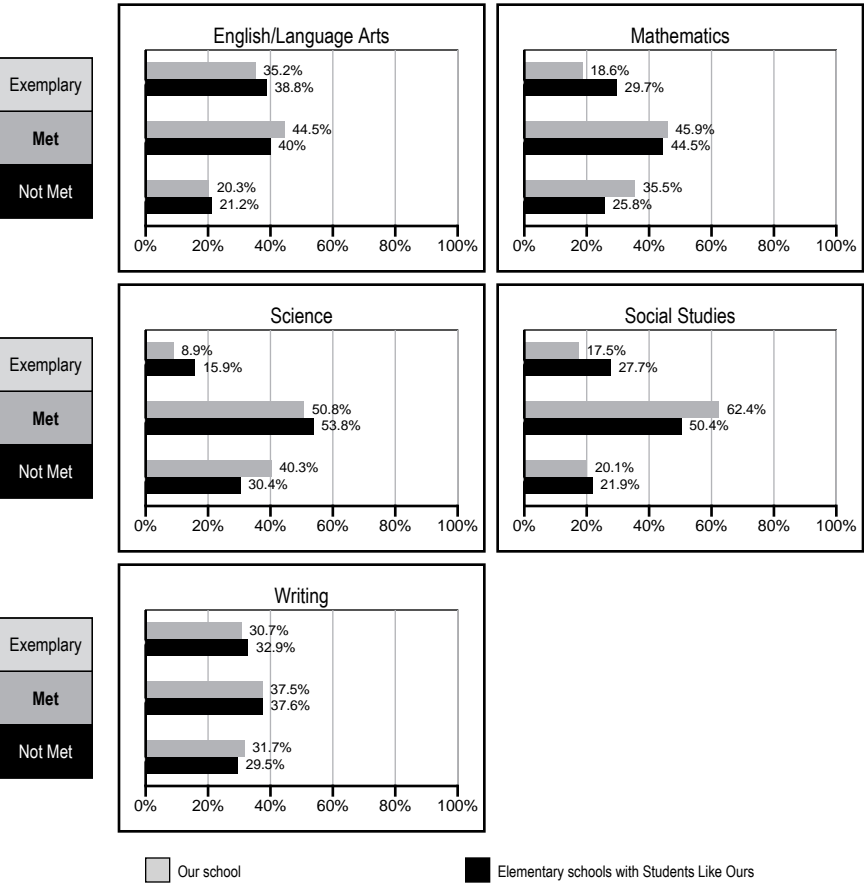
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	29	72	2	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=688)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.4%	Up from 2.4%	2.1%	1.9%
Attendance rate	96.0%	Down from 96.5%	96.2%	96.3%
Eligible for gifted and talented	9.8%	Up from 9.4%	10.9%	10.0%
With disabilities other than speech	6.2%	Down from 6.9%	9.1%	7.7%
Older than usual for grade	1.2%	Down from 1.8%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	51.3%	Up from 37.5%	59.0%	59.4%
Continuing contract teachers	92.3%	Up from 80.0%	83.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.6%	Up from 81.1%	86.5%	85.9%
Teacher attendance rate	94.5%	Down from 94.7%	95.1%	95.1%
Average teacher salary*	\$45,824	Up 5.9%	\$47,217	\$47,149
Professional development days/teacher	12.9 days	Up from 8.8 days	11.8 days	11.1 days
School				
Principal's years at school	1.0	Down from 2.0	4.5	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 16.3 to 1	19.1 to 1	18.8 to 1
Prime instructional time	90.0%	Up from 88.9%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.7%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,919	Up 4.6%	\$7,267	\$7,458
Percent of expenditures for instruction**	67.2%	Up from 66.6%	68.1%	68.8%
Percent of expenditures for teacher salaries**	64.6%	Up from 62.5%	63.4%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2008-2009 school year was a very busy and successful year. E. B. Morse Elementary School is a Title I school and a place where we strive for excellence and learning has no boundaries. We are committed and confident that we are successfully accomplishing our mission to create a community of learners who are responsible and productive citizens. Our warm and inviting school serves approximately 703 preschool through fifth grade students. We offer a choice of Montessori education for all grade levels. We foster a positive and safe learning atmosphere where students are equipped with the necessary tools to be successful in school and in life. In order to provide students with a quality education, teachers attend ongoing staff development sessions on literacy, math, science, social studies, and technology. The teachers work rigorously to provide innovative teaching strategies and standards-based instruction to ensure that the students at E.B. Morse Elementary School acquire the skills needed to grow to greater academic heights. Our primary focus is developing strategies to address the academic needs of our students by using and analyzing data. At E.B. Morse Elementary School we educate the whole child by promoting academic, social, creative, physical, and emotional growth at the appropriate developmental level of each child. Our well-trained, professional faculty and staff work diligently to provide every child with academic experiences that extend beyond the classroom so that our students will achieve to their fullest potential. This year we implemented interventions for students who demonstrated the need for additional support. These interventions provided targeted instruction to small groups based on assessed needs. We implemented Positive Behavior Interventions and Supports (PBIS) for the first time this year. PBIS develops school-wide systems that support staff to teach and promote positive, appropriate behavior in all students. This enabled us to be more consistent with our school-wide expectations and procedures. Our PBIS committee worked hard to recognize faculty, staff, and students. We also implemented the 21st Century After School program. This program provided academic enrichment opportunities for students to help them meet state and district standards in reading and math. It also offered an array of enrichment activities that complimented their regular academic program and focused on physical fitness. Our PTO continues to support our school through fundraising and volunteer efforts. E.B. Morse teachers, students, and parents participated in Family nights this year. Each night had a different emphasis, such as literacy, math, or science. At E.B. Morse Elementary School, we recognize the fact that education is a team effort. Therefore, we appreciate the support of our parents and community in educating our young learners. Please continue to partner with us as we continue to strive for academic excellence. We thank everyone who made this a wonderful year and look forward to greater achievements in the future. Sincerely, Ameca Carter, Ph.D., Principal; Michelle Gibbs, SIC, Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	109	45
Percent satisfied with learning environment	66.7%	85.0%	68.2%
Percent satisfied with social and physical environment	66.7%	84.1%	77.8%
Percent satisfied with school-home relations	66.7%	88.1%	63.6%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	299	100	20.3	44.5	35.2	88.6	85.4	82.8	Yes	Yes
Gender										
Male	152	100	21.4	49	29.7	84.8	81.5	79.3	N/A	N/A
Female	147	100	19.3	40	40.7	92.4	89.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	160	100	12.9	40.6	46.5	92.9	89.5	89.5	Yes	Yes
African American	135	100	29.8	48.9	21.4	83.2	77.1	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.1	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	41	100	35.9	51.3	12.8	69.2	62.4	52	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	190	100	26.4	46.7	26.9	85.2	81.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	299	100	35.5	45.9	18.6	78.6	81.1	78.9	Yes	Yes
Gender										
Male	152	100	41.4	39.3	19.3	71.7	78.5	77	N/A	N/A
Female	147	100	29.7	52.4	17.9	85.5	84	80.9	N/A	N/A
Racial/Ethnic Group										
White	160	100	23.9	47.7	28.4	87.1	84.9	87.2	Yes	Yes
African American	135	100	48.9	44.3	6.9	69.5	72.8	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.8	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	41	100	69.2	28.2	2.6	51.3	50.8	45.5	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	190	100	46.2	45.6	8.2	70.9	76.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	200	100	40.3	50.8	8.9	59.7	65.7	67.5
Gender								
Male	103	100	41.7	47.9	10.4	58.3	65.3	67
Female	97	100	38.9	53.7	7.4	61.1	66.1	68
Racial/Ethnic Group								
White	110	100	30.5	53.3	16.2	69.5	74.5	79.5
African American	88	100	N/AV	N/AV	N/AV	48.8	48.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	53.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	25	100	82.6	13	4.3	17.4	38.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	52.9	59.6
Socio-Economic Status								
Subsided meals	127	100	50.4	47.9	1.7	49.6	58.2	55.1

Social Studies

All Students	197	100	20.1	62.4	17.5	79.9	69.3	72.3
Gender								
Male	97	100	22.1	53.7	24.2	77.9	66.6	71.5
Female	100	100	18.2	70.7	11.1	81.8	72.1	73.2
Racial/Ethnic Group								
White	101	100	15	64	21	85	74.3	80.7
African American	94	100	25	60.9	14.1	75	61.5	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	56.7	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	26	100	24	68	8	76	42.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	55.6	67.9
Socio-Economic Status								
Subsided meals	122	100	22.7	62.2	15.1	77.3	63.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	304	97.7	30.6	38.2	31.3	69.4	72.1	70.2	96	96
Gender										
Male	155	97.4	39.6	36.8	23.6	60.4	65.4	63.2	95.8	95.9
Female	149	98	21.5	39.6	38.9	78.5	79.4	77.5	96.3	96.1
Racial/Ethnic Group										
White	163	96.3	24.8	33.3	41.8	75.2	76.3	79.1	95.8	95.6
African American	136	99.3	37.4	43.5	19.1	62.6	64.5	57.6	96.3	96.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.2	97.2	97.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	66	62.6	97.2	97.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	68.7	98	93.1
Disability Status										
Disabled	45	97.8	76.2	21.4	2.4	23.8	30.8	26.1	95	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	94.4
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	66.2	61.2	96.8	97.5
Socio-Economic Status										
Subsidized meals	194	97.4	37.6	41.4	21	62.4	67.9	58.9	95.8	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	89	100	16.1	43.7	40.2	83.9
	4	98	100	26.3	40	33.7	73.7
	5	112	100	18.5	49.1	32.4	81.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	89	100	32.2	47.1	20.7	67.8
	4	98	100	32.6	44.2	23.2	67.4
	5	112	100	40.7	46.3	13	59.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	46	100	43.2	50	6.8	56.8
	4	98	100	41.1	47.4	11.6	58.9
	5	56	100	36.5	57.7	5.8	63.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	43	100	27.9	53.5	18.6	72.1
	4	98	100	18.9	63.2	17.9	81.1
	5	56	100	16.1	67.9	16.1	83.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	90	96.7	27.9	30.2	41.9	72.1
	4	99	99	30.5	42.1	27.4	69.5
	5	115	97.4	32.7	41.1	26.2	67.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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